

Classical Argumentative Essay Sample

When we speak of “classical” argument, we are not speaking of famous speeches, though many of history’s most memorable and persuasive speeches have partaken of classical form. The term “classical” as we will understand it in this class denotes a formal arrangement, a way of structuring an oration or prose argument so that its parts fall in a certain order. Obviously, for those parts to be arranged in such an order, they must be present in the text in the first place. We study classical rhetorical form not to tie ourselves to emulation of past rhetors, but rather so that we will have a common foundation from which to understand the historic arguments of the past and the best arguments of our own time. Much has changed in the thousands of years since argument was formalized, but much – a surprising amount – has remained the same.

A classical argument falls into five parts. They are the *exordium*, the *narratio*, the *partitio*, the *refutatio*, the *confirmatio*, and the *peroratio*. Let’s examine them in order.

Exordium. This is the opener, the attention-getter, the part of the argument that reaches out to your reader (or listener) and grabs him or her by the buttonhole. It should be designed with care, not only because it sets the rhetorical tone for the rest of your argument, but also because it is your first (and perhaps last) opportunity to involve your reader in the topic of your argument.

The best exordia will build a bridge of words between your topic and your reader’s interests and concerns. For this reason, the most effective exordia are often audience-specific; they address themselves to a particular, well-defined group of readers who (presumably) share certain concerns and interests. Think of early women’s rights speakers who directly addressed other women instead of trying to persuade men, or think of African-American abolitionists who targeted Christian white women with religious appeals, all in the first paragraphs or first few seconds of their arguments.

Sometimes, an *exordium* will seem urgent and forceful. This is an attempt on the part of the rhetor to insist upon the importance and timeliness (the *khairós*) of his or her argument. At other times, the tone will be calmer, even cheerful. Different tones serve different persuasive designs, and only you

Sometimes, an *exordium* will seem urgent and forceful. This is an attempt on the part of the rhetor to insist upon the importance and timeliness (the *khairós*) of his or her argument. At other times, the tone will be calmer, even cheerful. Different tones serve different persuasive designs, and only you can determine what tone to employ in your argument. Be convinced, however, that the tone you set in the beginning of your text is the tone your audience will expect you to maintain throughout that text. Should you have a compelling reason to change tones (as when a rhetor goes from a cheerful, humorous tone to one of mounting despair or anger), do so with care. Careful readers pick up on these

Poor Student Argumentative Essays

JL Elias



Poor Student Argumentative Essays:

Ignoring Poverty in the U.S. P. L. Thomas, 2012-06-01 Ignoring Poverty in the U S The Corporate Takeover of Public Education examines the divide between a commitment to public education and our cultural myths and more powerful commitment to consumerism and corporate America The book addresses poverty in the context of the following the historical and conflicting purposes in public education how schools became positivistic behavioral in our quest to produce workers for industry the accountability era how A Nation at Risk through NCLB have served corporate interest in dismantling public education and dissolving teachers unions the media and misinformation about education charter schools as political corporate compromise masking poverty demonizing schools and scapegoating teachers from misusing the SAT to VAM evaluations of teachers rethinking the purpose of schools shifting from schools as social saviors to addressing poverty so that public education can fulfill its purpose of empowering everyone in a democracy and reframing how we view people living in poverty rejecting deficit views of people living in poverty and students struggling in school under the weight of lives in poverty This work is intended to confront the growing misinformation about the interplay among poverty public schools and what schools can accomplish while political and corporate leadership push agendas aimed at replacing public education with alternatives such as charter schools The audience for the publication includes educators educational reformers politicians and any member of the wider public interested in public education

Transform Your Teaching Hayo Reinders, Marilyn Lewis, Alison Kirkness, 2006

Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies, volume II Antonio Bova, Lise Haddouk, Carlo Galimberti, Francesco Arcidiacono, 2023-06-22

Handbook of Writing Research, Second Edition Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2016-10-31 The definitive reference in the field this volume synthesizes current knowledge on writing development and instruction at all grade levels Prominent scholars examine numerous facets of writing from sociocultural cognitive linguistic neuroscience and new literacy technological perspectives The volume reviews the evidence base for widely used instructional approaches including those targeting particular components of writing Issues in teaching specific populations including students with disabilities and English learners are addressed Innovative research methods and analytic tools are clearly explained and key directions for future investigation identified New to This Edition Chapters on genre instruction evaluation and revision argumentative writing computer based instruction and professional development Chapters on new literacies out of school writing translation and self regulation Many new topics and authors including more international perspectives Multiple chapters connect research findings to the Common Core writing standards See also the editors Best Practices in Writing Instruction Second Edition an accessible course text and practitioner s guide

Good Essays for Student's References Mani Jack, 2018-12-08 This book is a collection of good essays which serves as practical guidelines especially for those who take English as a second language It also offers the readers lots of ideas on how to improve the contents of their essays A

variety of vocabulary has also been included in each essay **Writing a Persuasive Essay, Grades 5 - 8** Myers,2008-09-02 Write on Write with students in grades 5 and up using Writing a Persuasive Essay This 80 page book breaks down persuasive writing into manageable steps such as choosing a subject analyzing defining terms gathering information and organizing Also covers supporting an argument reviewing and writing the essay revising and finalizing Clear information and examples teach students how to complete each step The book also includes information for teachers and parents and tips for evaluating student responses **Master The Catholic High School Entrance Exams - 2011** Peterson's,2010-03-16 Provides subject reviews for each section six full length practice tests with explanatory answers and test taking strategies to improve TACHS COOP HSPT SSAT and ISEE scores **Pass Key to the GRE** Sharon Weiner Green,Ira K. Wolf,2017-06-15 Barron s ninth edition of Pass Key to the GRE is a condensed version of its full size GRE test prep manual This new edition offers An overview of the computer based GRE Test Two full length practice tests that reflect the GRE format Answer keys and full explanations for all test questions Extensive review covering verbal reasoning analytical writing and quantitative reasoning Additional practice questions and answers in each review section In this conveniently sized volume test takers will find a helpful study guide and proven test taking strategies that will help them maximize their test scores **The Routledge International Handbook of Research on Writing** Rosalind Horowitz,2023-02-03 This scholarly research Handbook aggregates the broad ranging interdisciplinary multidimensional strands of writing research from scholars worldwide and brings them together into a common intellectual space This is the first such international compilation Now in its second edition the Handbook inaugurates a wide scope of international research advancement with attention to writing at all levels of schooling and in all life situations It provides advanced surveys of scholarship on the histories of world and child writing and literacy interconnections between writing reading and speech digital writing writing in communities writing in the sciences and engineering writing instruction and assessment and writing and disability A section on international measures for assessment of writing is a new addition to this compendium of research This Handbook serves as a comprehensive resource for scholars graduate students and advanced undergraduates in writing studies and rhetoric composition creative expression education and literacy studies **The Computer Supported Collaborative Learning (CSCL) Conference 2013, Volume 2** ISLS,2014-04-23 The Computer Supported Collaborative Learning CSCL Conference 2013 proceedings Volume 2 **SAT Study Guide with 5 Practice Tests** Sharon Weiner Green,Ira K. Wolf,Brian W. Stewart,2020-08-18 Barron s SAT Study Guide with 5 Practice Tests provides realistic practice and expert advice from experienced teachers who know the test Step by step subject review helps you master the content and full length practice tests help you feel prepared on test day This edition includes Four full length practice tests One full length diagnostic test to help identify strengths and weaknesses so you can pinpoint your trouble spots and focus your study An overview of the SAT an explanation of the test s scoring method and study advice from experienced teachers Test taking tactics for the exam as a whole and special strategies for

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Graham,Charles A. MacArthur,Jill Fitzgerald,2013-03-19 This book has been replaced by Best Practices in Writing Instruction Third Edition ISBN 978 1 4625 3796 9 Georgetown University Round Table on Languages and Linguistics (GURT) 1990:

Linguistics, Language Teaching and Language Acquisition James E. Alatis,1990-12-01 **Chinese-Heritage Students in North American Schools** Wen Ma,Guofang Li,2016-03-02 This comprehensive look at Chinese heritage students academic sociocultural and emotional development in the public schools examines pertinent educational theories complex even inconvenient realities learning practices in and outside of schools and social cultural and linguistic complications in their academic lives across diverse settings homes and communities Chinese heritage students are by far the largest ethnic group among Asian American and Asian Canadian communities but it is difficult to sort out their academic performance because NAEP and most state province databases lump all Asian students results together To better understand why Chinese heritage learners range from academic role models to problematic students in need of help it is important to understand their hearts and minds beyond test scores This book is distinctive in building this understanding by addressing the range of issues related to Chinese heritage K 12 students languages cultures identities academic achievements and challenges across North American schools **Linguistic perspectives from the classroom** ,2004 **Effective Language Learning** Suzanne

Graham,1997 This book investigates some of the learning processes of students of French and German as they begin language learning at an advanced level a stage which is frequently problematic By looking at the learning strategies employed by both successful and less successful language students the author elucidates some of the key cognitive and affective processes which facilitate advanced level language learning The implications of this for the classroom are discussed in detail leading to practical recommendations for learning and teaching strategies A central theme is the need to teach explicitly the proficient use of learning strategies and suggestions are made as to how this may be achieved in the language classroom

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